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ABSTRACT

This book examines the evolution of Jewish studies as an academic discipline within the history and sociology of higher education in the United States from the late 19th century to the present. Chapter 1 discusses the effects of European and American academic history on the late 19th-century appearance of Jewish learning in American universities. Chapter 2 examines the motives of university presidents and the interested Jewish community for establishing Judaica positions. Chapter 3 highlights the early practitioners of Jewish studies, their adopted and mandated agendas, and their strategies for resolving conflicting academic and communal expectations. Chapter 4 examines the "price of admission" that the field and its practitioners might pay for academic inclusion. Chapter 5 describes the activities of Harry Wolfson at Harvard University, who wished to introduce Jewish philosophy to the curriculum despite the objections of the university administration. Chapter 6 examines alternatives for Judaica scholars who did not work at universities. Chapter 7 describes how single scholars, such as Salo Baron at Columbia University's history department, could personify a Judaica subfield between the world wars. Chapters 8 and 9 note the changing rationales for Jewish learning after World War II. One hundred pages of endnotes follow the text. (MDM)

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